Student: _____ DOB: _____ SAIS Number: _____ Date: _____

Month/Year

School: _____

AIMS-A PERFORMANCE EVALUATION
Grade 10*
*Unless IEP determines continuation in Grades 11 and 12 until graduation

SCORING: Use the Analytic Scoring tool (AST) to determine the score for each essential skill the student demonstrates. Write the score obtained in the corresponding column. Use this form as a guide to enter the data in the web-based alternate assessment data entry system.

FUNCTIONAL (Ages 3-21)
Within the functional context of home, school, work, and community environments, and using a variety of modalities which includes assistive technology, tangible and/or picture symbols, sign language, tactile finger spelling, Braille, written word, visual or tactual means, students know and are able to do the following:

STANDARD: MATHEMATICS	Comment	Emergent	Supported	Functional	Independent
		See AST Score 1-3	See AST Score 4-6	See AST Score 7-10	See AST Score 11
1. Demonstrate number concepts 1, 2, and 3 *(e.g., pick one from a choice of two, hand out two milks to each child at lunch, use two plastic bags when bagging bottled grocery items.)* **1M-FS1 PO 1.**					
2. Read aloud written numerals, 0-12 *(e.g., clock face).* **1M-FS1 PO 4.**					
3. Demonstrate concept of "none". 1M-FS1 PO 5.					
4. Read aloud written numerals up to 100. **1M-FS1 PO 6.**					

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STANDARD: MATHEMATICS	Comment	Emergent	Supported	Functional	Independent
FORM 3-M Mathematics continued		**See AST Score 1-3**	**See AST Score 4-6**	**See AST Score 7-10**	**See AST Score 11**
5. Match groups having equal numbers of objects up to 10. 1M-FS2 PO 1.					
6. Using a model of sets up to 10, complete partial sets *(e.g., determine how many more or less are needed).* **1M-FS2 PO 2.**					
7. Count to 10 using concrete objects *(e.g., count out treats, student supplies for group art activity, get 10 books, get 5 cases of vegetables to stock shelves.)* **1M-FS3 PO 1.**					
8. Count out requested number of objects up to 10 with an example *(e.g., set of objects, number line).* **1M-FS3 PO 2.**					
9. Count out requested number of objects up to 10 without an example. 1M-FS3 PO 3.					
10. Match number of objects to number symbol. 1M-FS3 PO 4.					
11. Locate object of given ordinal number using left to right progression in groups up to ten *(e.g., take or indicate the first/last chair, 3rd child, or 2nd book).* **1M-FS3 PO 5.**					

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STANDARD: MATHEMATICS	Comment	Emergent	Supported	Functional	Independent
FORM 3-M Mathematics continued		**See AST Score 1-3**	**See AST Score 4-6**	**See AST Score 7-10**	**See AST Score 11**
12. Count out requested number of objects up to 100 without an example. 1M-FS3 PO 6.					
13. Count out requested number of dollar bills up to 10 with an example *(e.g., number line).* **1M-FS4 PO 2.**					
14. Identify coin/dollar equivalence. 1M-FS4 PO 5.					
15. Identify orally a whole number represented by a model with a word name and symbol 0 through 20. *(When presented with three objects, say 3 and write the numeral 3).* **1M-R1 PO 2.**					
16. Identify whole numbers through 20 in or out of order. 1M-R1 PO 4.					
17. Recognize the ordinal numbers through fifth *(i.e., first, second, third, etc).* **1M-R1 PO 8.**					
18. Identify penny, nickel, dime, quarter, and dollar by using manipulatives or pictures. 1M-R1 PO 10.					
19. Solve word problems presented orally using addition or subtraction with numbers through 9. 1M-R2 PO 4.					
20. Show curiosity about objects and their unique characteristics. 2M-FS1 PO 1.					

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STANDARD: MATHEMATICS	Comment	Emergent	Supported	Functional	Independent
FORM 3-M Mathematics continued		See AST Score 1-3	See AST Score 4-6	See AST Score 7-10	See AST Score 11
21. Group objects as same/different. 2M-FS1 PO 2.					
22. Using one-to-one correspondence, match by each characteristic of the following characteristics: shape, size, color, texture, weight, and/or length. 2M-FS1 PO 3.					
23. Arrange objects according to size *(e.g., organize measuring cups or mixing bowls by size).* 2M-FS1 PO 4.					
24. Group objects by one to three characteristics *(e.g., bag groceries hard/heavy, soft/light; sort medicine big red capsule vs. small blue tablet).* 2M-FS1 PO 5.					
25. Sort by categories *(e.g., put canned goods together, sort clothing by light/dark for clothes washing).* 2M-FS1 PO 6.					
26. Create a visual or tactile report or chart to communicate information or data *(e.g., weight chart, chart of classroom projects, classroom routines, and personal management).* 2M-FS2 PO 3.					
27. Use counting skills to solve problems *(e.g., count number of chairs at table and get enough place settings/napkins.)* 2M-FS3 PO 1.					

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FORM 3-M Mathematics continued		**See AST Score 1-3**	**See AST Score 4-6**	**See AST Score 7-10**	**See AST Score 11**
28. Follow directions with ordinal numbers *(e.g., meet you on the 4ᵗʰ floor, get off at the second bus stop, and go to the third door on the right).* **2M-FS3 PO 2.**					
29. Determine how many more/less are needed *(e.g., when passing out pencils/snacks-how many more do you need? Given that washing machines require 6 quarters for wash cycle--student has 2 quarters, how many more are needed? Student has 8 quarters, how many will be left after putting 6 quarters in the washing machine?)* **2M-FS3 PO 3.**					
30. Use computation skills to solve problems *(e.g., checkbook balances, using a calculator, compute costs of purchases when shopping).* **2M-FS3 PO 4.**					
31. Develop budget to cover expenses *(e.g., groceries, clothing, bills, savings, and recreation).* **2M-FS3 PO 5.**					
32. Extend simple repetitive patterns using manipulatives. 3M-R1 PO 2.					
33. Identify shapes in different environments *(e.g., nature, buildings, classroom).* **4M-R1 PO 3.**					
34. Demonstrate understanding of more and less. 5M-FS1 PO 1.					

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FORM 3-M Mathematics continued		**See AST Score 1-3**	**See AST Score 4-6**	**See AST Score 7-10**	**See AST Score 11**
35. Use temperature measurement to make decisions *(e.g., adjust bath water, determine presence of a fever, select appropriate clothing select appropriate stove and/or oven temperature, adjust thermostat for comfort and economy).* **5M-FS1 PO 4.**					
36. Tell time to the hour/half hour using analog or digital clocks. 5M-FS1 PO 5.					
37. Use time measurement to make decisions *(e.g., set alarm clock set time for cooking, use clock to follow a work schedule or determine if early or late for an appointment, estimate quantity of time needed to complete an activity such as getting ready for work, washing hair).* **5M-FS1 PO 6.**					
38. Verbally compare objects according to observable and measurable attributes. 5M-R4 PO 1.					
39. Order objects according to observable and measurable attributes. 5M-R4 PO 3.					
40. Sort objects according to observable attributes. 6M-R1 PO 1.					